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ABSTRACT

The use of goal-based assessment in adult literacy programs is described as an alternative to traditional assessment procedures that do not adequately address needs of adult learners. An Exploration Team involves the adult learner in all four dimensions of literacy learning: practices, strategies and interests, perceptions, and goals. The Exploration Team compiles a learner portfolio of reading and writing samples and other information that can function as the primary source for selecting, analyzing, and synthesizing data for developing an educational plan for appropriate placement or referral. Once assigned to an Exploration Team, the adult learner spends a maximum of 24 hours over a 4-week period working in small groups. During this time, the student is encouraged to participate in and complete as many assignments as possible. An assessment form is included that serves as a guide to the range of participant literacy behaviors and skills. Most of this document contains guides and forms related to specific activities. (Contains 5 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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ED 363 143

GOAL-BASED ASSESSMENT

AN EXPLORATION TEAM APPROACH

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February 14, 1991

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EXPLORATION TEAM

EXPLORATION TEAM

GOAL-BASED ASSESSMENT: THEORY AND DESIGN

Rationale

Although adult literacy programs differ from one another, they share a common concern of assessing learners. Many programs are required to assess learners for funding or accountability purposes. In most cases, programs administer standardized tests which have been modified or adapted from those designed for school age children. Standardized tests are based on the assumption that literacy is a set of technical skills for which there can be national norms. These tests do not take into account the variations related to learners' goals, community, culture, and the social contexts in which oral and written language is used.

As programs develop new instructional strategies, it becomes evident that there is a need to identify alternative assessment procedures that are more compatible with the curriculum design. Programs are beginning to question the validity or usefulness of standardized tests in assessing adult literacy skills. The instruments are limited to quantitative descriptions of skills. Moreover, traditional skills assessments tend to focus on deficits, and they are intimidating to the person being tested (Anorve, 1989).

Current traditional assessment procedures have two major drawbacks: 1) they fail to capture the richness and complexity of adult learning, and they reinforce a view of literacy as a set of autonomous, technical skills divorced from meaningful context; 2) the diagnosis of reading ability as grade levels is misleading, and it often confuses and discourages the adult learner (Lytle et. al., 1989). In short, traditional forms of assessment fail to recognize that language behaviors are not specific to books, but rather encompass many sociolinguistic activities (Herrera, 1986).

As community-based educators, we need to develop alternative forms of assessment that reflect a sociocultural view of literacy and learning. Individuals and groups vary in their purposes for reading and writing. Literacy becomes a range of practices or activities (Scribner, 1987) so that each person's literacy is by definition unique and dynamic. Thus, assessing literacy as practice means exploring the particular types of reading and writing that adults regard as meaningful and that it reflects their own purposes and aspiritions. Assessment, in a learner-centered or participatory approach, is built on several assumptions. Adults come to programs with particular goals, with previous experiences with literacy, and with perceptions of reading, writing, and learning (Fingeret, 1989).

Goals of Exploration Team

The Exploration Team will involve the adult learner in all four dimensions of literacy learning: practices, strategies and interests, perceptions, and goals.

A primary factor in the process is the participant's use of oral language. Given the demographics of the area, the team will utilize a biliteracy (English/Spanish) approach throughout the entire process. In particular, this will facilitate appropriate placement in English or Spanish literacy development or referral to another program such as English as a Second Language if the student is literate in Spanish.

1. The team will focus on the role of literacy in everyday life. Learners will describe the variety of settings in which they engage in literacy practices. Home, community and work environments will be explored in order to understand the social networks and contexts in which learners now use or want to use literacy skills.

2. The adult learner's repertoire of reading/writing strategies and interests will be assessed. A variety of texts and tasks will be used including an array of materials. Criteria for assessing will include efficient and effective use of a range of reading/writing strategies.

3. The adult learner's understanding and knowledge of the reading/writing and teaching/learning processes will be assessed. The team will explore the adult's views of reading and writing, including his/her own learning history. Assessment of oral/aural skills will be part of the process in order to obtain a wider range of strengths and weaknesses. Since it is expected that participants will continue their education process, they will be exposed to qualitative and quantitative forms of assessment.

4. The adult will identify, prioritize, and discuss his/her goals and purposes for literacy learning. The learners will have the opportunity for career exploration in conjunction with decision making activities. The participants will be asked to state what their next step will be as part of their own educational plan.

The Exploration Team will compile a learner portfolio of reading and writing samples and other pertinent information that can function as the primary source for selecting, analyzing, and synthesizing data for developing an educational plan that will help determine appropriate placement or referral.

Exploration Team Design

Once assigned to an exploration team, the adult learner will spend a maximum of 24 hours over a 4 week period working in small groups. During this time, the student will be encouraged to participate and complete as many assignments as possible. Activities reflect the four dimensions of literacy learning.

WEEK #1: LITERACY PRACTICES

Activities:
1. Getting acquainted
2. Discuss uses of literacy in the home, community, and workplace.
   a. What?
   b. When?
   c. Where?
   d. With whom?
3. Filling forms
   a. Personal information
   b. Application forms
   c. EPCC Continuing Education
   d. Student survey

Criteria for assessment: Frequency and variety in types of participation in literacy-related events.

WEEK #2: STRATEGIES AND INTERESTS

Activities:
1. Biographical sketch
2. Special interests
3. Current issues; discuss areas of concern and use a Language Experience Approach to write on selected topics.
4. Environmental print awareness
5. Using the newspaper for literacy development
   a. Index
   b. Classified ads
   c. Advertising
   d. Headlines
6. Selected reading

Criteria for assessment: Efficient and effective use of a wide range of strategies.

WEEK #3: PERCEPTIONS

Activities:
1. Schooling history
2. Individual perception of reading and writing processes
3. Exploration of reading and writing theories
4. Current trends in adult literacy education
5. Personal inventory of reading and writing practices
6. Woodcock Language Proficiency Battery

Criteria for assessment: Expressed and applied knowledge about reading and writing processes, strategies, texts, and tasks.

WEEK #4: GOALS

Activities:
1. Time-line chart
2. Discuss and complete checklist of goals
   a. Home and family
   b. Education
   c. Career or job-related
   d. Personal goal
3. Establishing priorities/Making decisions
4. Exploring careers/Educational plan
5. Self-selected tasks related to career exploration
6. "People To Watch" newspaper activity

Criteria for assessment: Demonstrated competence at self-selected tasks related to goals; setting new goals; reassessing previous goals; and setting priorities.

GOAL BASED ASSESSMENT

EXPLORATION TEAM
ASSESSMENT CONTENT

The exploration team design allows for more indepth qualitative assessment of individual strengths. During the entire process, the team leaders will be observing and gathering samples of work that the participants are capable of completing. Some of the activities will be completed using a language experience approach where the participant dictates to the facilitator his/her responses. The team leaders need to be constantly alert to the participants' literacy uses and skills that emerge during the various activities.

The following assessment form serves as a guide, but can not fully cover the range of literacy behaviors and skills that a participant may possess. Any additional information will help in the assessment process. Also, the final assessment must be based on the over all information obtained rather than focusing on isolated items. If the participant is administered the Woodcock Language Proficiency Battery, the results serve as additional information to help in the assessment process. <u>The results of the test is not the focus of this assessment</u>.

All assessment is based on observation and/or actual samples of the participant's work. Check the appropriate column for demonstrated ability/skills in each of the areas listed. Rate according the the following criteria:

	Oral Language	Writing and Reading
1 -	none	No skills demonstrated
2 -	minimal	Minimal or limited literacy skills
3 -	sometimes	Basic literacy skills developed
4 -	often	Mastery or advanced skills

The following table may be used to interpret the check-list:

Majority of check-marks in 1 and 2 - Beginning level
Majority of check-marks in 2 and 3 - Intermediate level
Majority of check-marks in 3 and 4 - Advanced level

EXPLORATION TEAM ASSESSMENT FORM

Name_____ Date_____

SS# or ID#_____ Facilitator_____

Primary language_____ Woodcock RL: English_____
Spanish_____

Literacy placement level: Begining Intermediate Advanced

Program placement or referral:_____

ORAL LANGUAGE (SPEAKING/LISTENING)

	1	2	3	4
1. Gives basic personal information				
2. Understands oral directions				
3. Can give oral directions				
4. Can narrate a story or event				
5. Expresses own perceptions				
6. Participates in discussions				

Additional comments: _____

WRITING

	1	2	3	4
1. Can form lower case letters				
2. Can form upper case letters				
3. Can write name				
4. Is able to copy words from board				
5. Uses appropriate capitalization				
6. Uses appropriate punctuation				
7. Composes sentences				
8. Composes paragraphs				

Additional comments:_____

READING

	1	2	3	4
1. Recognizes letters				
2. Recognizes letter clusters				
3. Reads and understands functional words in context				
4. Develops basic sight word vocabulary				
5. Reads basic sight words in environmental print				
6. Uses context to determine word meaning				
7. Comprehension - Demonstrates ability to: Sequence				
Identify main idea				
Recall specific details				
Paraphrase/summarize				
Predict outcomes				
Identify purpose				
Draw logical conclusions				

Additional comments:_____

_____

_____

_____

GOALS

	Yes	No
1. Demonstrates competence in reassessing previous goals		
2. Demonstrates competence in setting priorities		
3. Demonstrates competence in setting new goals		
4. Has developed a short-term educational/training plan		
5. Has stated long-term goals		

Additional Comments:_____

_____

_____

_____

LITERACY PRACTICES

LITERACY PRACTICES

Getting started: Student orientation

The facilitator will welcome the participants and introduce members of the exploration team. At this point, participants need only to state their names in introducing themselves. Later, they will be asked to provide more personal information.

During the opening remarks, the facilitator will briefly explain the purpose of the exploration team. The emphasis should be on the idea of getting to know students better so appropriate placement or referral can be done. The facilitator will lead a discussion on literacy issues. Participants should be encouraged to express their views. It is important that the facilitator conveys the idea of not being alone, there are many adults who are learning to read and write. The following reading can be used to stimulate discussion:

READING AND WORKING

Before 1800, most people lived on farms. Some people did the farm work. Other people worked with their hands. They made things. Reading was not important then. Most people did not know how to read. Pictures were used to tell people things. Things like where to buy something.

In the 1800s, many people went to work in factories. Reading was somewhat important then. But many people did not know how to read. They spent their time working with machines.

In the 1900s, machines do what people used to do. Machines do the hard farm work. Machines run factories. Not many people are needed to run machines. Today, most work uses reading.

In the 1700s, doing farm work was very important. In the 1800s, working with machines was very important. Today, reading is very important in most jobs. Spend some time thinking about reading and work. Has reading always been important? Why or why not?

Source: Contemporary's New Beginnings in Reading, Book 4, p. 2.

LITERACY PRACTICES

Activity 1: Getting Acquainted

The facilitator explains the evaluation process as a way to look at ourselves in relation to:

1. Where we've been
2. What we've been doing
3. What we want to do the rest of our lives
4. How we plan to get where we want to go

Also, we need to be aware that eventhough we all have the same basic needs, everyone is unique. It is this uniqueness that we are trying to discover in order to assist each individual in selecting an appropriate educational program.

The participants will be asked to introduce themselves and to share whatever personal information about themselves to the group.

After the introductions, the facilitator will assist the participants in completing the following exercise:

Written:

1. Write 3 things that you like about yourself.

2. What is one thing you would like to change in your life?

3. What can you do to change the things you don't like?

Discussion:

1. Have each participant discuss his/her views.

2. Continue discussion about taking control of things that can be changed and accepting things that can't be changed.

LITERACY PRACTICES
Activity 1: Getting Acquainted

Assessment Focus

Oral: Gives basic personal information
Can narrate an event
Expresses own perceptions
Participates in discussion

Writing: Writes lower case letters
Writes upper case letters
Can write name
Uses appropriate punctuation
Composes sentences

Goals: Assesses previous goals

Other information gained:

LITERACY PRACTICES
Activity 1: Getting Acquainted

Name_____ Date_____

1. Write 3 things that you like about yourself.

_____

_____

_____

_____

_____

_____

2. What is one thing you would like to change in your life?

_____

_____

_____

3. What can you do to change the things you don't like?

_____

_____

_____

_____

LITERACY PRACTICES

Activity 2: Role of Literacy

The participants will describe the variety of settings in which they engage in literacy practices. The discussion will focus on the role of literacy in everyday life, including what, when, where, and with whom they read and write.

It is important that the facilitator explain to the participants that oral language development is the basis for literacy development. As adult learners, they have a wealth of knowledge and experiences. Regardless of their reading and writing abilities, they will be asked to rely on oral language skills as the key for new learning.

The participants will explore the home, work, and community environments in order to understand the social networks and contexts in which the participants now use literacy skills.

The facilitator will focus on the social networks and contexts in which the learner wants to use acquired literacy skills.

After the discussion, the facilitator will assist each participant in completing the form entitled **THE ROLE OF LITERACY**.

LITERACY PRACTICES
Activity 2: Role of Literacy

Assessment Focus

Oral: Understands oral directions
Can give oral directions

Writing: Is able to copy words from the board

Reading: Recognizes letters
Recognizes letter clusters - "wh"
Reads and understands functional words in context

Goals: States short or long term goals

Other information gained:

LITERACY PRACTICES
Activity 2: The Role of Literacy

Name_____ Date _____

Provide as much information as possible in answering the following questions:

	Read?	Write?
What do you		
When do you		
Where do you		
With whom do you		

- Why do you want to learn (or to improve) your reading and writing skills?

_____

_____

_____

LITERACY PRACTICES

Activity 3: Forms

Discuss the use of forms.

1. Where do you have to fill them out?
2. Why do you have to fill them out?
3. What is difficult about filling out forms?
4. Explain the term "filling out."
5. What information is usually asked for on a form?

Write on the board the typical expressions used in obtaining information. Ask for input from the participants. Take time to discuss the terms and allow time for the participants to copy them. Make sure to include:

Name	Social Security Number
Address	Date of Birth
City	Place of Birth
State	Telephone Number
Zip Code	Emergency Telephone Number
Citizenship	Previous Employment

The facilitator will explain the set of forms included for this session and assist the participants in completing all the forms.

LITERACY PRACTICES
Activity 3: Forms

Assessment Focus

Oral: Gives basic personal information
Understands oral directions
Can give oral directions

Writing: Can write name
Is able to copy words from the board
Uses appropriate capitalization

Reading: Reads and understands functional words in context
Reads basic sight words in environmental print

Other information gained: Demonstrates ability to sequence, recall specific details, and paraphrase/summarize in oral or written form.

LITERACY CENTER

STUDENT DATA

Name_____ Date_____

Date of Birth_____ Age_____

Social Security Number_____

I.D. Number Issued_____

Address_____

City_____ State_____ Zip Code_____

Telephone Number_____

Emergency Contact Number_____

Sex: Male___ Female___

Single___ Married___ Widowed___

Divorced___ Single Parent___

Occupation_____

Ethnicity: Hispanic_____ Anglo-Saxon_____

Oriental_____ Native-American_____

Black_____ Other_____

How did you hear about our program?

Media_____ DHS_____ EPCC_____

Family/Friend_____ Other_____

JOB APPLICATION

NAME: _____
(Last) (First) (Middle)

ADDRESS: _____
(Number) (Street) (Apt. Number)

CITY: _____ STATE: _____ ZIP CODE: _____

TELEPHONE NUMBER: _____ / _____
(Home) (Work)

POSITION APPLYING FOR: _____

DATE AVAILABLE: _____

PAST WORK EXPERIENCE:

Date	Position	Duties

RELATIVE TO CALL IN CASE OF EMERGENCY:

NAME: _____ TEL. NO. _____

_____ _____
SIGNATURE DATE

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THIS FORM WILL BE RETURNED TO YOU AND MUST BE PRESENTED TO THE INSTRUCTOR AT THE FIRST CLASS MEETING.

EL PASO COMMUNITY COLLEGE

CONTINUING EDUCATION REGISTRATION FORM

CAMPUS _____

QUARTER _____ YEAR _____

PLEASE PRINT ALL INFORMATION

TO MAIL REGISTER, THIS FORM MUST BE RECEIVED TWO (2) WEEKS PRIOR TO THE START OF CLASS.

SEND TO: CONTINUING EDUCATION CASHIER, EL PASO COMMUNITY COLLEGE, P.O. BOX 20022, EL PASO, TEXAS 79998

COURSE PREFIX	COURSE NUMBER	COURSE SECTION	COURSE TITLE	DAY	TIME	LOCATION	ROOM	STARTING DATE	FEES

NAME: _____

ADDRESS: _____

CITY _____ STATE _____ ZIP _____

SS # OR I.D. # _____

HOME PHONE: ( ) _____

BUSINESS PHONE: ( ) _____

EMERGENCY PHONE: ( ) _____

SIGNATURE: _____ DATE: _____

Is EPCC to withhold release of your directory information? Yes ___ No ___

(Check Appropriate Category) *Questions regarding sex, age and ethnicity are designed to enable EPCC to demonstrate its compliance with various Federal and State statutes, regulations and/or guidelines.

DATE OF BIRTH* _____ SEX* ☐ MALE ☐ FEMALE

ETHNICITY* ☐ WHITE/NON-HISPANIC ☐ BLACK/NON-HISPANIC ☐ HISPANIC ☐ ASIAN/PACIFIC ISLANDER ☐ AMERICAN INDIAN/ALASKAN NATIVE ☐ NON-RESIDENT ALIEN/FOREIGN NATIONAL COUNTRY _____

HANDICAPPED* _____

CHECK NO. _____ MONEY ORDER NO. _____ VISA ☐ MASTERCARD ☐ CARD NO. _____ EXPIRATION DATE _____

CHARGE TO: _____ AMOUNT $ _____ DRIVER'S LICENSE NO. _____

IMPORTANT: READ REFUND POLICY BELOW

REGISTRAR'S OFFICE

Course Tuition $ _____

Lab $ _____

Insurance $ _____

Other $ _____

Reg. Clerk _____ Total $ _____

REFUND POLICY

100% refund prior to first scheduled class meeting. 80% refund prior to second. Request for refund may be made in person or in writing to the Registrar - Continuing Education Office. Postmark or registrar date stamp is the official withdrawal date. Refunds require approximately 15 days to process. You are enrolled in class unless otherwise notified.

BUSINESS OFFICE

Received by _____

Receipt No. _____

Date _____

El Paso Community College does not discriminate on the basis for race, color, national origin, sex, age or handicap.

EL PASO COMMUNITY COLLEGE

STUDENT SURVEY

IMPORTANT:
- USE #2 PENCIL
- EXAMPLE: A B ■ D E
- ERASE COMPLETELY TO CHANGE

El Paso Community College is required to report certain student data in order to receive federal and state financial assistance. **The information will be kept confidential.** Do not answer this survey if you have already completed one since July 1. Please use a #2 pencil to darken the correct block. Return the survey in the enclosed addressed envelope. No postage is required.

Fill in your Social Security Number

			—			—				
0	0	0	—	0	0	—	0	0	0	0
1	1	1	—	1	1	—	1	1	1	1
2	2	2	—	2	2	—	2	2	2	2
3	3	3	—	3	3	—	3	3	3	3
4	4	4	—	4	4	—	4	4	4	4
5	5	5	—	5	5	—	5	5	5	5
6	6	6	—	6	6	—	6	6	6	6
7	7	7	—	7	7	—	7	7	7	7
8	8	8	—	8	8	—	8	8	8	8
9	9	9	—	9	9	—	9	9	9	9

1. Fill in **one** of the following:

This question is asked to determine eligibility for an Affirmative Action Program (Single Parent/Homemaker).

1 Married
2 Married, but separated
3 Married, but spouse disabled
4 Widowed
5 Divorced
6 Single

(Fold Here)

Please use a #2 pencil to darken the correct answer (Yes or No).

2. Do you have custody or joint custody of one or more children under 18?	Yes	No
3. As an adult, has your primary work been as a homemaker caring for your home and your family?	Yes	No
4. Are you attending school to gain employment skills?	Yes	No
5. Do you need special help with your studies because of one or more of the following problems: Hearing, Orthopedic, Serious Emotional, Speech, Learning, Vision, Mental Retardation, Other Long-Term Health	Yes	No
6. Are you certified for benefits by the local Private Industry Council (PIC)?	Yes	No
7. Does your family receive public assistance such as Aid to Families with Dependent Children or Food Stamps?	Yes	No
8. Are you dependent on a parent/guardian for financial support?	Yes	No
9. Are you employed?	Yes	No
10. Are you a migrant worker?	Yes	No
11. Is your parent/guardian employed?	Yes	No
12. Is your parent/guardian a migrant worker?	Yes	No
13. Is the annual income for your family less than $15,000?	Yes	No
14. Do the children in your family receive free or reduced price school lunch?	Yes	No
15. Did you graduate from high school?	Yes	No
16. Was your overall high school average less than a "C"?	Yes	No
17. Do you have difficulty speaking, reading, writing or understanding English because it is not your native language?	Yes	No
18. Were you referred to the College by an agency such as:	Yes	No

(Fold Here)

Texas Commission for the Blind
Texas Rehabilitation Commission
Veterans Administration Rehabilitation
Texas Department of Mental Health and Mental Retardation
DARE Independent Living Center
Lighthouse for the Blind
El Paso Multipurpose Center for the Handicapped
Institute of Physical Medicine and Rehabilitation
High School Special Education Program

THE INFORMATION I HAVE GIVEN IS COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

Signature _____ Date _____

Name (Please Print) _____ Student ID Number _____

SCANTRON FORM NO. F-732-EPCC

BEST COPY AVAILABLE

STRATEGIES AND INTERESTS

STRATEGIES AND INTERESTS

ACTIVITY 1: Biographical sketch

The participants will be asked to write a brief biography. Depending on the ability level, the participants can work independently or with the facilitator using a language experience approach.

The only condition is that the participants include something regarding childhood, adolescence and their adulthood. The content in each area is of their choice.

The role of the facilitator is to assist the participants in completing their biographical sketch and producing the final written form. The participants will be encouraged to share their experiences in a discussion format or by reading their sketch.

The biographical sketch will be included in the student's portfolio along with any other sample of the student's work.

STRATEGIES AND INTERESTS
Activity 1: Biographical Sketch

Assessment Focus

Oral: Gives basic personal information
Can narrate a story or event
Participates in discussion

Written: Uses appropriate capitualization
Uses appropriate punctuation
Composes sentences
Composes paragraphs

Reading: Reads and understands functional words in context
Develops basic sight word vocabulary
Demonstrates ability to sequence

Other information gained: The participant might reassess previous goals, set priorities, and/or set new goals.

STRATEGIES AND INTERESTS

ACTIVITY 2: Special interests

This activity is a continuation of the biographical sketch. In this activity, the participants will be asked to focus on any special interests, hobbies, or talents they have.

The facilitator will share his/her personal interests and encourage others to do the same. The discussion does not have to be related to any specific area, i.e., work, education, or the home. Rather, encourage the participants give thought, to explore themselves, and state those special interests.

After the discussion winds down, the facilitator will assist the participants in completing the written exercise.

STRATEGIES AND INTERESTS
Activity 2: Special Interests

Assessment Focus

Oral: Expresses own perceptions
Participates in discussions
Understands oral directions

Writing: Is able to copy words from the board
Composes sentences

Reading: Develops basic sight word vocabulary

Other information gained: The participant might discuss priorities and/or goals as part of this activity.

STRATEGIES AND INTERESTS
Activity 2: Special interests

Areas of special interest to me (check as many as you like):

___ Art	___ Music	___ Mechanics
___ Knitting	___ Gardening	___ Sewing
___ Sports	___ Church work	___ Crafts

What are some of the things you do or would like to do in the following areas:

Arts and crafts:

_____

_____

_____

_____

_____

Sports and entertainment:

_____

_____

_____

_____

_____

Social and community involvement:

_____

_____

_____

_____

_____

STRATEGIES AND INTERESTS

Activity 3: Current issues

The facilitator will introduce the topic by asking the participants to state their views on recent news stories or situations affecting their lives. The issues can be at the local, state, national, or international level.

After all the participants have had an opportunity the express their views, the facilitator will focus on how to be a critical observer instead of a casual observer.

The facilitator will discuss how current issues are examined and the questions that need to be asked.

Key phrases:
- What happened?
- When did it happen?
- Where did it happen?
- How did it happen?
- Who was involved?
- Why did it happen?

The facilitator will read a short newspaper or magazine article about a current event. The participants will be asked to orally answer the questions presented above regarding the story they have just heard.

The facilitator will assist the participants in completing the following activity.

STRATEGIES AND INTERESTS
Activity 3: Current Issues

Assessment Focus

Oral: Expresses own perceptions
Participates in discussions

Writing: Can write name
Can write basic sight words
Forms lower/upper case letters
Is able to copy words from the board
Composes sentences

Reading: Develops basic sight word vocabulary
Reads basic sight words in environmental print
Demonstrates ability to identify the main idea
Demonstrates ability to paraphrase/summarize
Identifies purpose
Draws logical conclusions

Other information gained:

STRATEGIES AND INTERESTS
Activity 3: Current Issues

Name _____ Date _____

The issues that are of interest to me are:

1. _____
2. _____
3. _____

The issue that I want to write about is:

_____

Examining the issue:

_____

_____

_____

_____

_____

_____

_____

_____

My personal views and recommendations are:

_____

_____

_____

_____

_____

_____

STRATEGIES AND INTERESTS

Activity 4: Environmental print

The facilitator will utilize an 'initial inquiry' approach for this activity. The participants will be asked to think of the various places and situations where they have to read signs or printed information. This includes stores, street signs, warning signs, restaurants, public facilities, etc.

The facilitator will explore the following aspects of environmental print:

How much can be read and understood?
How did you learn to read or recognize the words?
How can you apply this knowledge to learn new vocabulary?

The facilitator will explain how recognition of some words can be basis for learning new words by looking for similarities. Each participant will be asked to mention a word he/she readily recognizes. The facilitator will focus on a specific feature of each word and relate it to another word. The objective is to make the participants understand the value of applying prior knowledge to new learning.

The facilitator will assist the participants in completing the following activity.

STRATEGIES AND INTERESTS
Activity 4: Environmental Print

Assessment Focus

Oral: Expresses own perceptions
Participates in discussion

Writing: Is able to copy words from board or from environmental print
Can write basic sight words in environmental print

Reading: Recognizes letters/letter clusters
Develops basic sight word vocabulary
Reads basic sight words in environmental print

Other information gained: Focus on specific strategies that the participant uses in decoding environmental print.

STRATEGIES AND INTERESTS
Activity 4: Environmental print

Name _____ Date _____

My personal inventory of sight words are:

Stores: _____

_____

_____

Restaurants: _____

_____

_____

Products: _____

_____

_____

Persons' names: _____

_____

_____

When I'm in a store or public facility, I can read:

_____

_____

_____

The street signs and warning signs that I can read are:

_____

_____

_____

Activity 5: Using the newspaper

The facilitator will explain that the newspaper is a source of information that can be used for instructional purposes as well as entertainment. As instructional material, it is timely and inexpensive. The newspaper contains something of interest to everyone. The variety and relevancy creates an excellent learning tool.

The facilitator should do a quick survey to find out who uses the newspaper and are familiar with the variety of contents.

Using the local newspaper, the facilitator will discuss how the newspaper is arranged.

Newspapers will be distributed to all the participants. The facilitator will ask them to find the **INDEX** located on the front page. Start with the **INDEX** to show the variety of contents. Skim through the newspaper and mention specific sections and features.

As specific sections are viewed, the facilitator will ask the participants to comment as to the usefulness or interest of that particular section. Comments can be written as a language experience activity.

Example: The Sports section has ...
The Ads section helps us to ...

The facilitator will assist the participants in completing the following activity.

STRATEGIES AND INTERESTS
Activity 5: Using the Newspaper

Assessment Focus

Oral: Understands oral directions
Can give oral directions
Expresses own perceptions

Writing: Can form lower/upper case letters
Is able to copy words from the newspaper

Reading: Recognizes letters/letter clusters
Reads and understands functional words in context
Reads basic sight words in environmental print
Uses context to determine word meaning
Is able to follow sequencing
Recalls specific details
Paraphrases/summarizes
Identify purpose
Draw logical conclusions

Other information gained:

STRATEGIES AND INTERESTS
Activity 5: Using the newspaper

Name _____ Date _____

What's in a newspaper?

Use the **INDEX** to find the following information in your newspaper. Write the page where you found the information and the answer to the question.

1. Weather

   Find the high temperature in your city.

   Page _____ High temperature _____

2. Television

   Find a show that will be on television at 7 p.m.

   Page _____ Channel _____

   Show _____

3. Movies

   Find a movie that your family might want to see.

   Page _____ Theater _____

   Movie _____

4. Sports

   Find the name of an athlete in the news. In what sport does the athlete play?

   Page _____ Sport _____

   Athlete's name _____

5. Comics

   Find a comic strip that you like.

   Page _____

   Title of comic _____

STRATEGIES AND INTERESTS

Activity 6: Selected reading

Materials needed: newspapers, magazines, pamphlets, children's books, recipe books, and high-interest/low literacy level books found in the Literacy Center collection.

The facilitator will discuss the variety of reading material. The participants will be asked to state what would be or is their choice of reading material.

Allow time for browsing through the material. Continue the discussion by providing information about libraries and other sources of reading materials. Depending on the participants' needs and interests, the facilitator can discuss aspects of children's literature as related to literacy development, or make recommendations as to the types of reading material that is appropriate for the adult learner.

The participants will be asked to select some reading material. The facilitator will assist the participants in exploring and reading the selected material.

The facilitator will convey the idea that there are many forms of reading, including reading for leisure or enjoyment. There will be no specific tasks other than discussing or sharing ideas and views.

The facilitator will enter in each participants' portfolio any observations/comments relating to individual interests and levels of skills demonstrated.

STUDENT PERCEPTIONS

PERCEPTIONS

Activity 1: Schooling history

In the previous activities, the participants were given the opportunity to explore and demonstrate their literacy skills. The facilitator will explain that, as adult learners, we utilize as much prior knowledge as possible when learning new material. Also, any literacy skills acquired in another language other than English help in the learning process.

If applicable, the facilitator will explain how a bilingual approach will be used for instruction. Participants need to be reminded that prior knowledge and attitudes toward the learning process are very important. The following sessions will focus on these two aspects.

For this session, the participants will be asked to discuss their schooling histories. The discussion should include how much schooling and their experiences with it. Also, discuss the importance of education. If the participants are willing, ask them to share their personal views in regard to what's happening to them and their families.

After discussion, the participants will be asked to complete the Schooling History Form.

PERCEPTIONS
Activity 1: Schooling History

Assessment Focus

Oral: Understands oral directions
Expresses own perceptions
Participates in discussion

Writing: Is able to provide personal information
Uses appropriate capitalization/punctuation
Composes sentences

Reading: Reads and understands functional words in context
Develops basic sight word vocabulary

Goals: Demonstrates competence in reassessing previous goals
Demonstrates competence in setting new goals
Has stated long or short term educational goal

Other information gained:

PERCEPTIONS
Activity 1: Schooling History

Name_____ Date_____

SCHOOLING HISTORY

1. How many years of education have you completed? _____
2. Where did you attend school? _____
3. How long has it been since you attended school? _____
4. Have you ever attended adult classes? _____

   If yes, state where and when. _____
5. Are you now enrolled in EPCC classes? _____

   Have you ever been enrolled in EPCC classes? _____

LANGUAGE SURVEY

1. What language do you speak with your spouse, friends, or relatives?

   _____
2. What language do you speak with your children?

   _____
3. What language or languages do your children speak?

   _____
4. What language do your children speak to you?

   _____
5. What language do your children speak among themselves?

   _____
6. What language do you prefer for instruction?

   _____

PERCEPTIONS
Activity 1 Page 2: Schooling History

EXPERIENCES AND VIEWS

Complete the following statements:

1. My schooling experience was_____

_____

_____

_____

_____

_____

2. Education is _____

_____

_____

_____

_____

_____

3. My educational goal is _____

_____

_____

_____

_____

_____

PERCEPTIONS

Activity 2: Student survey

In order for any person to be successful in whatever he wants to do, he needs to know himself first. It is the same in education. There is no guarantee that a particular method, material, or instructor will give you success. A great deal depends on your own efforts.

The facilitator will provide a short introduction to this topic. The focus will be on how important attitudes are in being able to meet goals.

The participants will be asked to complete a survey before continuing the discussion. If they are not familiar with surveys, the facilitator will explain the concept and process.

Complete the student survey.

After completion of the survey, the discussion will continue. The facilitator will tally responses for each item and allow for comments.

The group will explore ideas related to learner attitudes and the learning process. The facilitator will convey the idea of different types of learning. There is learning that occurs in the world around us and learning in a classroom. The end product is the important thing. Often, we don't give ourselves enough credit for the amount of knowledge we have acquired outside a classroom setting. The participant needs to know that all prior knowledge is important and does contribute to his new efforts in furthering his education.

PERCEPTIONS
Activity 2: Student Survey

Assessment Focus

Oral: Understands oral directions
Expresses own perceptions
Participates in discussion

Other information gained:

PERCEPTIONS
Activity 2: Student Survey

Name_____ Date_____

After each statement is read, indicate if you agree or disagree with it.

1.	Only in school is it possible to learn to read.	Agree	Disagree
2.	Only the teacher knows the best way in which a student can learn.	Agree	Disagree
3.	Books are an absolute necessity in order to learn to read and write.	Agree	Disagree
4.	Only in school is it possible to learn to speak and read English.	Agree	Disagree
5.	What I learned in school as a child does not help me in my studies as an adult.	Agree	Disagree
6.	Knowing how to read and write in Spanish does not help me to learn how to read and write in English.	Agree	Disagree
7.	Learning to read and write means learning lists of words.	Agree	Disagree
8.	The reading and writing that I use outside of the classroom is useless in the classroom.	Agree	Disagree
9.	The English that we study in school is very different from the English we use outside the classroom.	Agree	Disagree
10.	In order to learn English, it's necessary to translate everything into my native language.	Agree	Disagree

Activity 3: Exploration of reading and writing theories

After completion of the student survey, the facilitator will continue the discussion with focus on the participants' own views of how a person learns to read and write.

The facilitator will discuss the terms 'traditional' and 'non-traditional' in relation to instructional approaches. The facilitator will also explain the following approaches to teaching reading and writing:

a. Phonics approach; sequencial and mastery learning (Back to Basics)

b. Sight word approach

c. Language experience approach

The facilitator will also discuss how writing and grammar rules are introduced in the different approaches.

Writing will be explained to the participants as a process involving thinking, communicating, and composing. Writing does not mean filling in the blanks. Writing is a social event, and the emphasis is on the experiences being shared.

The facilitator and participants need to be aware of the functional uses of writing:

a. for instruction and information purposes (transactional)

b. to convey and gain meaning; experiences (expressive)

c. to clarify, interpret, and give value to experiences; to allow opinion (value forming)

d. for inquiry, criticism, and problem solving (problem solving)

The participants will be encouraged to express their views and to ask questions for clarification.

PERCEPTIONS
Activity 3: Exploration of reading and writing theories

Assessment Focus

Oral: Understands oral directions
Expresses own perceptions
Participates in discussion

Other information gained:

Activity 4: Current trends in adult literacy education

This activity is a follow-up to the discussion on Reading and writing theories. The focus of this discussion is to explore the instructional approaches that are currently used in adult literacy programs.

The facilitator will explain the idea of persons having different learning styles. For this reason, traditional and non-traditional approaches are necessary. In many cases, a combination of the two approaches work very well.

The group will consider such topics as:

a. Integrating consumerism in literacy development.

b. Integrating environmental print in literacy development.

c. Using computers for literacy development.

d. Development of specific workplace literacy.

e. Using language experience approach for literacy development.

As a wrap-up of this discussion, the facilitator will ask the participants to state which approach or approaches would be appropriate for their literacy development.

PERCEPTIONS
Activity 4: Current trends in adult literacy education

Assessment Focus

Oral: Understands oral directions
Expresses own perceptions
Participates in discussion

Other information gained:

PERCEPTIONS

Activity 5: Personal Inventory of Reading and Writing Practices

This activity is a continuation of the previous discussion on the Role of Literacy (Literacy Practices, Activity 2). In that discussion, the participants were asked to describe the variety of settings in which they engage in literacy practices.

For the first part of this activity, the facilitator will focus on the social networks in which we are constantly bombarded with instances of reading and writing. The second part explores the specific instances or examples of reading and writing.

The facilitator will use this activity to reinforce the ideas presented in the session dealing with the functional uses of writing (Perceptions, Activity 3).
These functions are:

a. for instruction and information purposes (transactional)

b. to convey and gain meaning; experiences (expressive)

c. to clarify, interpret, and give value to experiences; to allow opinion (value forming)

d. for inquiry, criticism, and problem solving (problem solving)

PERCEPTIONS
Activity 5: Personal inventory of reading and writing practices

Assessment Focus

Oral: Understands oral directions
Gives basic personal information
Expresses own perceptions
Participates in discussion

Writing: Is able to copy words from the board
Is able to write short answers to questions

Reading: Reads functional words in context
Reads basic sight words
Reads written instructions

Other information gained:

PERCEPTIONS
Activity 5: Personal Inventory of Reading and Writing Practices

Name _____ Date _____

CONSUMERISM

1. Do you buy groceries for your family? _____
2. Do you shop for your own clothes and other needs?_____
3. How do you determine which products and brands to buy?

   Groceries:

   _____

   _____

   _____

   Clothing and other products:

   _____

   _____

   _____
4. My favorite supermarket is _____
5. My favorite department store is _____

TELEVISION

1. Do you watch television? _____
2. How much television do you watch?

   _____
3. Which channels do you prefer? English _____
   Spanish _____
4. What kind of programs do you like to watch?

___ Soap operas	___ News	___ Comedy
___ Drama	___ Documentary	___ Musical
___ Game Show	___ Talk Show	___ Cartoons

5. Which is your favorite program? _____

PERCEPTIONS
Activity 5 Page 2: Personal Inventory...

LEISURE TIME

1. What do you like to do for fun and relaxation?

_____

_____

2. Which is your favorite place(s) for fun and relaxation?

_____

_____

3. Do you have a special project or hobby? _____

If yes, what is it? _____

READING AND WRITING PRACTICES

Think of the different ways in which reading and writing is used or needed in the following situations:

Consumerism: _____

_____

_____

Television: _____

_____

_____

Leisure: _____

_____

_____

At work: _____

_____

_____

Activity 6: Woodcock Language Proficiency Battery

Prior to administering the Woodcock Language Proficiency Battery, the facilitator will explain the purposes for testing and the different types of tests.

The distinction between standardized tests and goal-based informal assessments will be made. The facilitator will make reference to the exploration team as an example of a goal-based informal assessment process. This process attempts to find out what the person's knowledge and experiences are so an appropriate instructional program can be determined.

The Woodcock Language Proficiency Battery is an example of a standardized test. This test will tell us how the person compares to others who have taken the test by defining a level of competence. Also, the levels correspond to school grade levels.

The participants need to know that testing is very common in school settings. As they continue their schooling, they will be taking more tests. Being familiar with the testing procedures helps to minimize nervousness and perhaps help to do better on the test.

GOALS

GOALS

Activity 1: Time-line chart

The purpose of this activity is to give the participants an opportunity to analyze and identify the following:

a. Projections
   Have you thought of what you would like to do in your future?

b. Goals
   What specific goals have you set for yourself?

c. Accomplishments
   What are some important or satisfying things that you have accomplished up to now?

d. Work
   Are you satisfied with the work you have done?
   What type of work would you like to do?

The facilitator will write some of the comments on the board. The idea of "high points" and "low points" in our lives will be brought into the discussion. These serve as markers or indicators of positive and negative events in our lives. Often, these positive and negative events have a significant influence on our thinking and goal-setting.

Using the example in the activity page, the facilitator will explain a time-line chart. It helps us to see where one has been and where one is going. The participants will also have an opportunity to make their own time-line chart.

GOALS
Activity 1: Time-line chart

Assessment Focus

Oral: Understands oral directions
Gives basic personal information
Expresses own perceptions
Can narrate an event
Participates in discussion

Writing: Is able to copy words from the board
Composes short sentences or phrases

Reading: Reads functional words in context
Reads basic sight words
Reads written instructions

Other information gained:

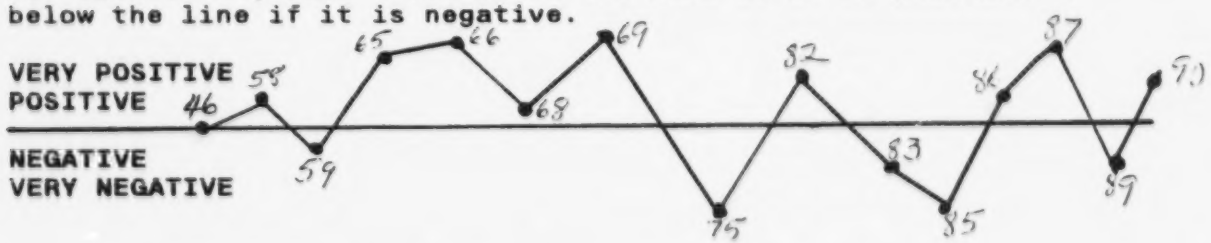
GOALS
Activity 1: Time-line chart

Name _____ Date _____

Example of a time-line chart:

1946	I was born.
1958	My family moved to California.
1959	I quit school.
1965	I got married.
1966	My first son was born.
1968	We moved back to El Paso.
1969	My daughter was born. We bought a house.
1975	My mother died.
1982	My daughter graduated from high school.
1983	My husband lost his job.
1985	We lost our house.
1986	I started to work in the factory.
1987	I went back to school.
1989	My husband was in a serious accident.
1990	My son got married.

For each event, make a dot above the line if it is positive or below the line if it is negative.



Now, make your own time-line chart.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

VERY POSITIVE
POSITIVE

NEGATIVE
VERY NEGATIVE

GOALS

Activity 2: Goals checklist

The group will define and discuss the meaning of goals. The facilitator will focus on the following areas:

a. Home - - obtainin g better housing
buying a home
keeping up with the "Joneses"

b. Family - - spending quality time together
customs and traditions
special needs for family members
fun and vacations

c. Education - - helping the children
planning for the future
improving your skills
starting out anew

d. Career or job - - securing a job
doing a job I like
getting a good paying job

e. Personal goals - - vocation or career
marriage
education
financial security
travel
community service

GOALS
Activity 2: Goals checklist

Assessment Focus

Oral: Understands oral directions
Gives basic personal information
Expresses own perceptions
Can narrate an event
Participates in discussion

Other information gained:

Activity 3: Establishing priorities

This activity is in conjunction or continuation of Activity 2: Goals Checklist.

The facilitator will discuss the difference between goal and priority. Based on the discussion on goals, the participants will be asked to list their goals.

After the goals have been listed, the participants will be asked to list those goals in terms of priority.

If there is something else that the participants wish to add as a priority, even if not mentioned before, they may do so.

After this activity is completed, the discussion will continue. The focus will shift to the decision-making process.

The participants will have the opportunity to state their priorities and the decisions that are needed to be made in working toward our goals. Often, we need to make "sacrifices." That is one of many decisions that must be made in order to obtain a specific goal.

GOALS
Activity 3: Establishing priorities

Assessment Focus

Oral: Understands oral directions
Gives basic personal information
Expresses own perceptions
Can narrate an event
Participates in discussion

Writing: Is able to copy words/expressions from the board
Composes short responses to questions

Reading: Reads and understands functional words in context
Reads and understands written instructions
Develops basic sight word vocabulary
Reads basic sight words

Goals: Demonstrates competence in setting priorities
Demonstrates competence in reassessing previous goals
Demonstrates competence in setting new goals
Demonstrates competence in developing an educational or training plan
Has stated short and long term plan

Other information gained:

GOALS
Activity 3: Establishing priorities

Name_____ Date _____

List your goals for each area:

1. Home _____
_____
_____

2. Family _____
_____
_____

3. Education _____
_____
_____

4. Career or job _____
_____
_____

5. Personal goals _____
_____
_____

Now, list your goals in terms of <u>priority</u>.

1. _____
2. _____
3. _____
4. _____
5. _____

I have made the decision to_____

_____

Some of the things I will need to do in order to obtain my goal are:_____

_____

_____

GOALS

Activity 4: Exploring careers

The facilitator will ask the participants to discuss career choices. At this time, the idea is to generate open discussion without concern for what is realistic or unrealistic choices.

As the discussion progresses, the facilitator will be writing the different careers mentioned. The facilitator needs to include additional options for the sake of exploration if the list is limited to just a few.

During the discussion, focus on the types of skills that are required for the job. Also, it is important to mention the training that is necessary.

After the participants have had time to freely express their ideas, the facilitator will start to narrow the discussion in terms of making more realistic choices.

Each participant will be asked to complete the following form.

GOALS
Activity 4: Exploring careers

Assessment Focus

Oral: Understands oral directions
Gives basic personal information
Expresses own perceptions
Can narrate an event
Participates in discussion

Writing: Is able to copy words/expressions from the board
Composes short responses to questions

Reading: Reads and understands functional words in context
Reads and understands written instructions
Develops basic sight word vocabulary
Reads basic sight words

Goals: Demonstrates competence in setting priorities
Demonstrates competence in reassessing previous goals
Demonstrates competence in setting new goals
Demonstrates competence in developing an educational or training plan
Has stated short and long term plan

Other information gained:

GOALS
Activity 4: Exploring careers

Name_____ **Date** _____

I have interest in the following careers:

___ Accounting
___ Alteration/Tailoring
___ Child Development
___ Court and Conf. Reporting
___ Correctional Science
___ Data Processing
___ Dietetic Technology
___ Dental Hygiene
___ Electronics Technology
___ Financial Management
___ Fashion Merchandising
___ General Business
___ Horticulture
___ Heating/Air Conditioning
___ Law Enforcement
___ Institutional Food Service
___ Insurance
___ Media Production Tech.
___ Machine Shop
___ Medical Lab Transcribing
___ Nurses Aid
___ Opthalmic Technology
___ Quality Assurance Tech.
___ Radiation Therapy Tech.
___ Respiratory Therapy Tech.
___ Real Estate
___ Radio-TV Repair
___ Surveying
___ Surgical Technology
___ Welding

___ Auto Mechanics
___ Aviation Technology
___ Construction Technology
___ Commercial Art
___ Cosmetology
___ Drafting/Design Technology
___ Dental Assistant
___ Educational Assistance
___ Emergency Medical Tech.
___ Fashion Illustration
___ Fire Technology
___ Graphic Arts
___ Hospital Pharmacy Tech.
___ Human Services
___ Legal Assistant
___ Interior Design
___ Management
___ Medical Records Technology
___ Medical Lab Technology
___ Office Clerk
___ Photography
___ Parapro/Hearing Impaired

___ Radiologic Technology
___ Recreational Literature
___ Radio-TV Technology
___ Secretarial Science
___ Solar Equipment Installer
___ Travel Counselor
___ Word Processing

Others:_____

My career choice is_____

My educational and training plan is_____

_____

_____

_____

Activity 5: Exploring careers - self selected tasks

This activity is recommended for participants who are undecided about a career choice or who simply wish to obtain more information about different careers.

The two following sources are available for career exploration:

The Career Box
Occupational Resource Module
Authors: Thetis Powers Reeves
Lawrence F. Reeves

Materials included: Teacher's Guide
Informational booklets

Materials are available on a check out basis for use in the Literacy Center only. The Career Box can be located in Kay Taggart's office area.

El Paso Community College Career Center

Valle Verde Campus	C-112	594-2417
Rio Grande Campus	233	534-4034
Transmountain Campus	A-300	757-5111

The career exploration lab gives individuals the opportunity to experience various jobs. The work stations use a variety of activities and materials use on the job. An audio-visual program guides the student through the activities for each work station.

The attached program description provides detailed information.

GOALS
Activity 5: Exploring careers - self selected tasks

Assessment Focus

Oral: Understands oral directions
Expresses own perceptions
Participates in discussion

Reading: Reads and understands functional words in context
Reads and understands written instructions
Develops basic sight word vocabulary
Reads basic sight words

Goals: Demonstrates competence in setting priorities
Demonstrates competence in reassessing previous goals
Demonstrates competence in setting new goals
Demonstrates competence in developing an educational or training plan
Has stated short and long term plan

Other information gained:

Facilitator's copy

EPCC - CENTRO DE CARRERAS

VALLE VERDE Oficina C-112 594-2417
RIO GRANDE Oficina 233 534-4034
TRANSMOUNTAIN Oficina A-300 757-5111

LABORATORIO DE EXPLORACION PARA CARRERAS VOCACIONALES

El propósito del Laboratorio Vocacional es para proporcionarle con:

- medios realistas de explorar una variedad de actividades de trabajo,
- la oportunidad para usar el equipo y los materiales necesarios para desempeñar una variedad de trabajos, y
- experiencia directa para ayudarle a seleccionar una vocación que le interese y un programa de estudio que se ofrezca en EPCC.

Un programa audio-visual le guiará paso a paso entre las actividades requeridas en la estación que seleccione sobre la Exploración de Carreras.

Las siguientes son las estaciones que ofrecemos:

Campus Valle Verde

1. Análisis Básico de Laboratorio
2. Cálculos y Registros de Datos
3. Dibujo Lineal
4. Servicio de Motores
5. Montaje Electrónico
6. Informática
7. Albañilería
8. Servicios Médicos
9. Servicios de Oficina
10. Maquinista
11. Refrigeración y Aire Acondicionado

Campus Río Grande

1. Fabricación y Reparación de Máquinas
2. Soldadura

Campus _____

1. Obrero de Chapa de Metal
2. Carpintería

LLAME PARA HACER UNA CITA. CON TODO GUSTO LE ASISTIREMOS.

ESTACION DE TRABAJO Y SITIO	VERSION ESPAÑOL	GRUPO OCUPACIONAL MAS REPRESENTATIVO	OTROS OFICIOS TIPICOS
Aire Acondicionado/ Refrigeración Valle Verde	Sí	Mecánico de Refrigeración	Instalador/Mantenedor de Sistemas Ambientales Mantenedor/Aparatos de Gas Reparador/Unidad de Refrig. Instalador/Enfriador de Evaporación Reparador/Aparatos Eléctricos Instalador/Aparatos Domésticos
Análisis Básico de Laboratorio Valle Verde	No	Ayudante Científico	Limpiador/Equipo de Laboratorio Probador de Laboratorio I Probador de Tierra Probador de Laboratorio
Cálculo/Registro de Datos Valle Verde	Sí	Operario de Calculadora	Operario/Máquina de Cuentas Cálculo de Formulas Calculador/Préstamos de Pólizas de Seguro Encargado de Control
Dibujo Lineal Valle Verde	Sí	Dibujante, Aprendiz	Dibujante Eléctrico Estimador de Distribución Dibujante Mecánico Detallista; Dibujante, Patentado Ilustrador Técnico
Montaje Electrónico Valle Verde	Sí	Armador/Circuitos Impresos	Fabricante de Cables Armador Electrónico Armador/Grupo de Cables Eléctricos Armador/Accesorios Eléctricos Armador Condensador
Informática Valle Verde	No	Operario de Computadoras	Operario de Sistemas de Computadoras Operario "In-file" (de Archivos) Mecanógrafo de Datos Operario, Cifrador de Informática Operario, Teclado Perforador (Keypunch) Numérico Operario, Teclado Perforador Operario, Cinta Magnética Mecanógrafo, Máquina Perforadora Operario, Máquina de Escribir Telegráfica Operario Verificador
Fabricación y Reparación de Máquinas Río Grande	No	Operario, Montaje de Máquinas de Herramientas	Maquinista Inspector de Trazado Ajustador de Trabajos

ESTACION DE TRABAJO Y SITIO	VERSION ESPAÑOL	GRUPO OCUPACIONAL MAS REPRESENTATIVO	OTROS OFICIOS TIPICOS
(Fabricación/Reparación de Máquinas)			Operario, Montaje de Máquinas Ajustador de Máquinas Operario de Tornos - Manual
Albañilería Valle Verde	Sí	Aprendiz de Enladrillador	Enladrillador Albañil, Bloques de Carbonilla (Cinder-Block) Reparador, Ladrillo Refractario Albañil de Hornos Ajustador de Monumentos Ayudante, Ajustador de Baldosa Indicador de Alforza
Servicios Médicos Río Grande	Sí	Ayudante de Enfermera	Enfermera, Sin Título Asistente de Enfermera Ayudante, Terapia Física Ayudante de Ambulancia Encargado, Entrada de Hospital
Servicios de Oficina Valle Verde	Sí	Oficinista, General	Oficinista-Mecanógrafo Oficinista, Referencia de Crédito Recepcionista Oficinista de Cobros Oficinista, Sala de Hospital
Operario, Máquinas de Producción Valle Verde	Sí	Operario, Máquinas Inyección-Moldura	Operario, Mezcladora Ajustador de Moldes Moldeado-Compresión Operario de Máquinas Moldeador de Plancha
Obrero, Chapa de Metal Transmountain	Sí	Obrero, Aprendiz, Chapa de Metal	Obrero, Chapa de Metal Fabricante, Artículos Especiales Fabricador de Modelos, Chapa de Metal Cortador, Chapa de Aluminio Instalador de Conductos Fabricante de Campanas
Servicio, Motores Pequeños Valle Verde	Sí	Mecánico Automotriz	Mecánico de Motocicleta Mecánico de Taller Reparador de Camiones Mecánico de Frenos Ayudante, Mecánico de Mantenimiento Ayudante Reparador Ayudante, Ajustador de Máquinas

ESTACION DE TRABAJO Y SITIO	VERSION ESPAÑOL	GRUPO OCUPACIONAL MAS REPRESENTATIVO	OTROS OFICIOS TIPICOS
Soldadura Río Grande	Sí	Soldador, de Gas	Soldador de Caldera Soldador, Resistencia Soldador, Armador Cortador de Llamas, Manual Soldador, Línea de Producción
Carpintería Transmountain	Sí	Ensamblador de Armarios	Obrero de Contrachapado Ensamblador de Mangos Constructor de Marcos de Madera Ensamblador de Ferretería Obrero, Productos de Mimbre Ensamblador, Productos de Mimbre

WHAT OTHER SERVICES ARE PROVIDED?

- Career Days: Federal, State, and Local Agencies provide career and employment information.

- Campus Tours: Information about the College, degree programs, and visits to Labs and Departments.

- Presentations and Workshops: Career Planning information, self-assessment and career exploration activities are conducted to groups and classes.

- Career Courses: The Counseling Department offers a three-hour credit course (HUMD 3102), Occupational Planning, during the Fall and Spring semesters to provide you with a more in-depth orientation to the world of work and career exploration.

WHERE CAN I GET HELP?

El Paso Community College maintains a comprehensive Career Center at each campus and provides a variety of Interest Inventories and career exploration resources. Career services assist students in realizing their personal, educational, and occupational goals.

The Counseling Office at each campus provides career counseling services by appointment or on a walk-in basis.

MORE INFORMATION

Call us or visit any of the three campuses:

Rio Grande
534-4034 **Room 233**

Transmountain
757-5111 **Room A-300**

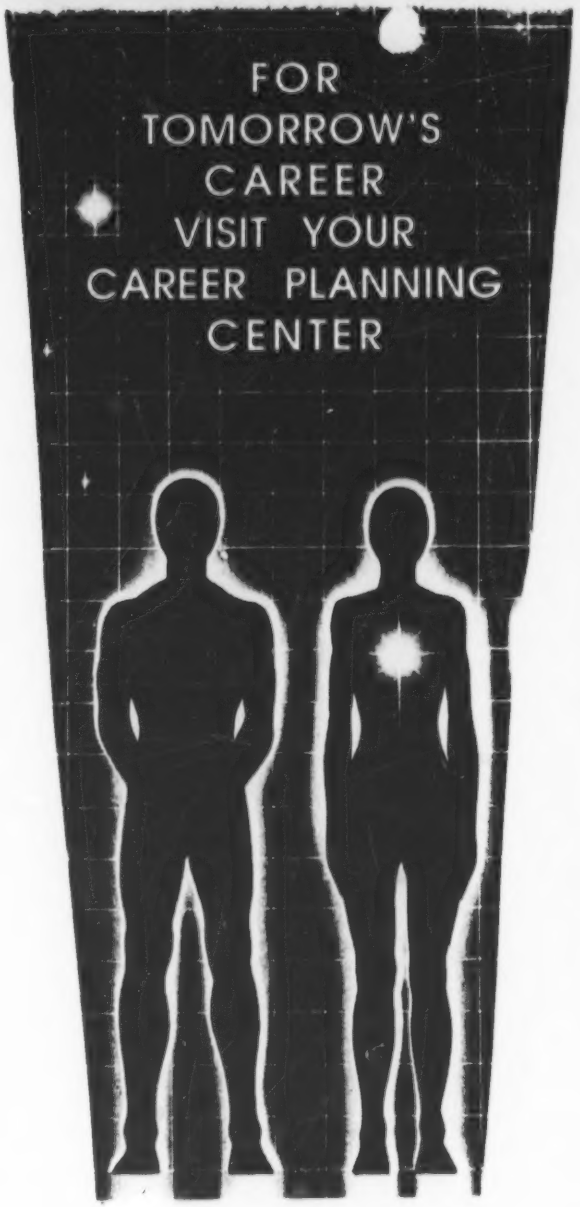
Valle Verde
594-2661 Student Services Center SSC-115

If you don't know where you are going, how can you expect to get there?
Basil S. Walsh

BEST COPY AVAILABLE

El Paso Community College does not discriminate on the basis of race, color, national origin, sex, age or handicap.

CAREER CTR./BRO/WHYCARE.PM3



EL PASO COMMUNITY COLLEGE

WHY CAREER PLANNING?

Career planning can maximize your chances for a successful career. You need to learn about yourself and the world of work so you can make an informed decision that may affect your working life for many years. You must explore, compare, and decide. These components provide the foundation for your career decisions. Don't just look at jobs that "sound good," "just pay well" or "seem exciting." Make a career decision that will bring you success and fulfillment.

WHAT IS SELF-ASSESSMENT?

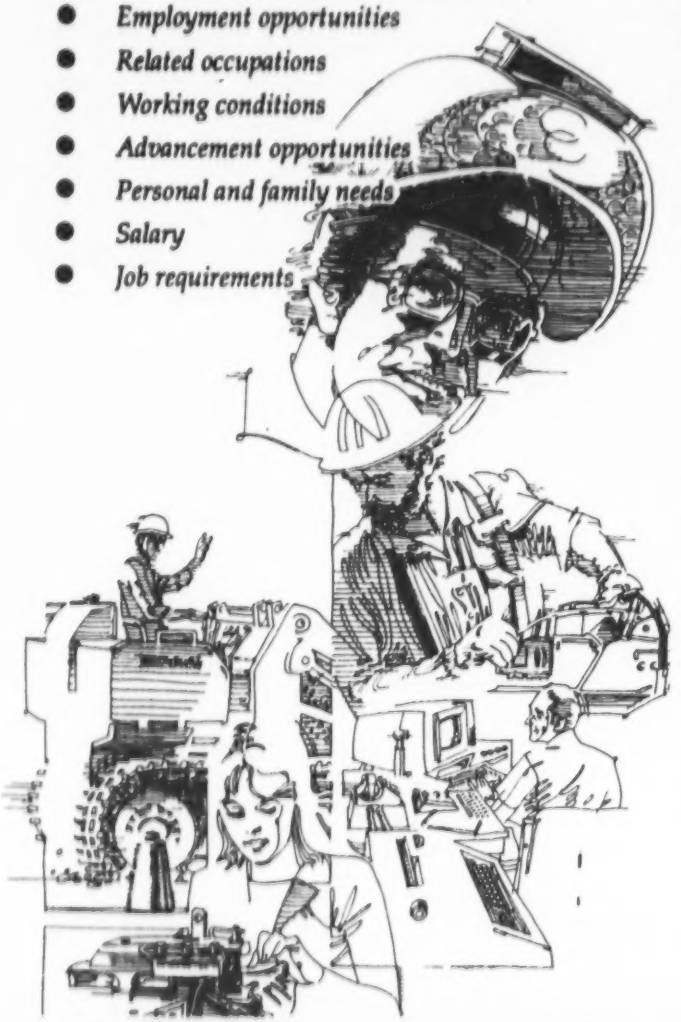
Self-Assessment is learning about your interests, abilities and work-related values. Taking an Interest Inventory will enable you to identify occupations and where you fit in the world of work such as working with people, data, things, or ideas. Several Interest Inventories are available to assist you in learning about yourself.

EL PASO COMMUNITY COLLEGE

WHAT IS CAREER EXPLORATION?

Career exploration is getting detailed information about specific jobs and learning about career alternatives. Here are some factors you should consider when choosing a career:

- *Education and training requirements*
- *Employment opportunities*
- *Related occupations*
- *Working conditions*
- *Advancement opportunities*
- *Personal and family needs*
- *Salary*
- *Job requirements*



WHAT CAREER EXPLORATION RESOURCES ARE AVAILABLE?

- *Filmstrips*
- *Video Tapes*
- *Career and occupational information books*
- *Brochures*
- *College and University catalogs and reference books*
- *Scholarships, Grants, and Loans reference books*
- *Vocational Exploration Lab: The hands-on exploration lab provides you with a realistic way of exploring various occupations. It consists of specialized workstations designed to simulate specific job tasks in an occupational group. Each station includes an audio-visual instructional program format which leads you step-by step through completion of the job samples.*

WORKSTATIONS INCLUDE:

- *Air Conditioning and Refrigeration Service*
- *Basic Laboratory Analysis*
- *Data Calculation and Recording*
- *Drafting*
- *Electronics Assembly*
- *Information Processing*
- *Masonry*
- *Medical Service*
- *Office Services*
- *Small Engine Service*

Activity 6: People to watch

Using the "People to Watch" weekly column (El Paso Herald-Post), the facilitator will read the human interest column. Key expressions and ideas will be selected for group discussion.

The following categories will be explained and used for discussion:

a. accomplishments

b. best asset

c. weaknesses

d. personal goal

e. daily philosophy

After discussion, the participants will be asked to complete the activity page.

GOALS
Activity 6: People to watch

Assessment Focus

Oral: Understands oral directions
Expresses own perceptions
Can narrate a story or event
Participates in discussion

Writing: Uses appropriate capitalization/punctuation
Composes sentences

Reading: Reads and understands functional words in context
Reads and understands written instructions
Develops basic sight word vocabulary
Reads basic sight words
Uses context to determine word meaning
Can paraphrase/summarize

Goals: Demonstrates competence in reassessing previous goals
Demonstrates competence in setting new goals

Other information gained:

GOALS
Activity 6: People to watch

Name _____ Date _____

My accomplishments:

_____

_____

_____

_____

_____

My best asset:

_____

_____

_____

My personal goal:

_____

_____

_____

My daily philosophy:

_____

_____

_____

_____

_____

REFERENCES

REFERENCES

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